







# Project-Based Classroom Management Training Using Trello for Lecturers of the Nutrition Department

 Eko Risdianto<sup>1\*</sup>,  Falinda Oktariani<sup>2</sup>,  Irma susan paramita<sup>3</sup>,  Yuliana Arsil<sup>4</sup>,  Dewi Erowati<sup>5</sup>,  
 Yola Humaroh<sup>6</sup>

<sup>1</sup> Universitas Bengkulu, Indonesia  
<sup>2,3,4,5,6</sup> Poltekkes Kemenkes Riau, Indonesia  
✉ [eko\\_risdianto@unib.ac.id](mailto:eko_risdianto@unib.ac.id)\*



## Article Information:

Received September 2, 2023  
Revised September 28, 2023  
Accepted September 29, 2023

## Keywords:

Classroom Management;  
Projects; Training; Trello

## Abstract

Current development requires lecturers to improve their abilities and skills in using technology in learning. Skills improvement can be done, including through training activities. This activity aims to train Lecturers of the Nutrition Department of the Poltekkes Kemenkes Riau in conducting project-based class management using Trello. The activity was carried out in July 2023 at the Poltekkes Kemenkes Riau with a total of 15 workshop participants who were Lecturers from the Nutrition Department, Poltekkes Kemenkes Riau. The research instrument used was a closed questionnaire with 4 answer choices. The data analysis technique used is descriptive statistical analysis. Analysis of the participants' response to the training related to the training activities that have been carried out seen from the data obtained which is processed into the form of a percentage. Percentages are obtained based on modified Likert Scale calculations. The results showed that 100% of the training participants were categorized as strongly agreeing with the statements which represented a positive response to the workshop activities. So, it can be concluded that all participants considered this workshop positive and from this workshop the Lecturer of the Department of Nutrition at the Poltekkes Kemenkes Riau gained a better understanding of how and what Lecturers should do in managing project-based classes using trello.

## A. Introduction

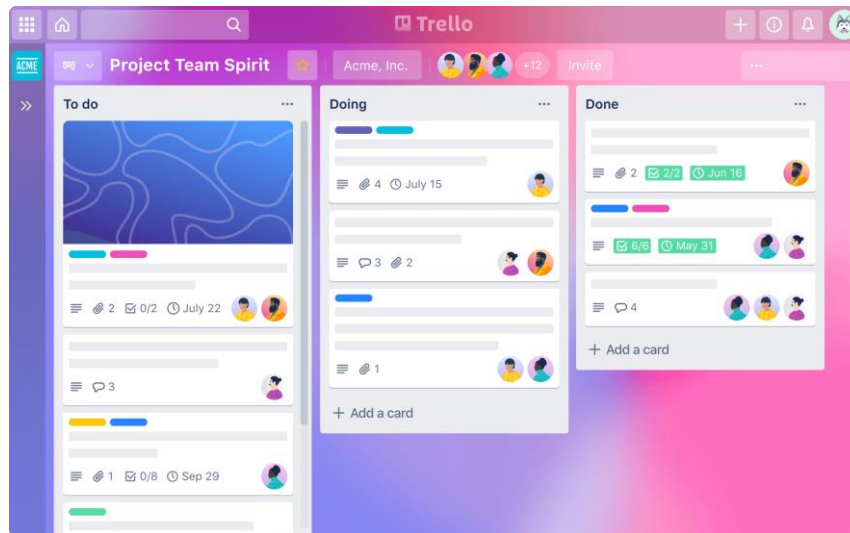
The current education system focuses on 21st century learning, which demands innovation in the fields of science, technology, information and communication. Therefore, today's education system must incorporate technology into the educational process (Rohman et al., 2022; Satria & Muntaka, 2021; Sukarno et al., 2021).

In supporting the improvement of 21st century skills, an alternative learning model that can be applied is project-based learning (Dewi, 2015; Nirmayani & Dewi, 2021; Santoso, 2022). Project-based learning requires students to be able to collaborate in creating projects based on what they know and gives them the freedom to choose their own learning (Surahman et al., 2019; Umam & Jiddiyyah, 2020; Zakiah et al., 2020). In managing project-based classes, you can use technological assistance to assist the monitoring process and as a medium to facilitate the implementation of activities in the form of collaboration (Hasyim, 2020).

E-Monitoring can be done by utilizing several applications that have monitoring features, one of which is Trello (Rodhi et al., 2021). Apart from being needed for monitoring, project-based class management requires project management applications such as Trello as well as for record keeping and team collaboration. Every team member can work together and complete tasks better thanks to Trello's features.

Trello tracks project activity and tracks changes to work items and every project update is logged using Trello (Alawi & Ramadan, 2022). In other words, Trello can organize and input data related to project-based progress being carried out by a group (Rohman et al., 2022).

The Kanban method of project management is implemented in the Trello cloud-based tool. With the Kanban method, project tasks are displayed in an expanse that can be seen by every team member. According to Anonymous (2019), users can divide projects into groups, divide groups into tasks, and organize projects into boards (Husufa & Djahidin, 2021).



**Figure 1.** An Example Trello View

Trello is a free application filled with boards, lists, and cards that allows teams to organize projects in a fun and flexible way. Since its launch, the Trello application has received positive responses from many users because of its flexibility of use and dynamism in different contexts (Christianti, 2021).

In the Nutrition Department of the Riau Ministry of Health Poltekkes, not many lecturers have the ability to apply Trello to assist project-based classroom management. Therefore, the community service team organized training for Lecturers in the Nutrition Department of the Poltekkes Kemenkes Riau in managing project-based classes using Trello. To find out whether this activity has a positive value or not, an analysis of the responses of the training participants is carried out with the aim of knowing the participants' responses to the training that has been carried out so that it can be used as evaluation material for carrying out further trainings.

## B. Research Method

The activity was carried out in July 2023 at the Poltekkes Kemenkes Riau with a total of 15 workshop participants who were Lecturers from the Nutrition Department, Poltekkes Kemenkes Riau. The research instrument used was a closed questionnaire with 4 answer choices namely strongly agree, agree, disagree, and strongly disagree. The statements in the questionnaire were made regarding lecturers' responses to training materials, the effectiveness and efficiency of the Trello application in managing project-based classes, and Trello's role in welcoming the 5.0 era. Instrument items are given quantitative values as in table 1 below:

**Table1.** Calculation of the Likert Scale

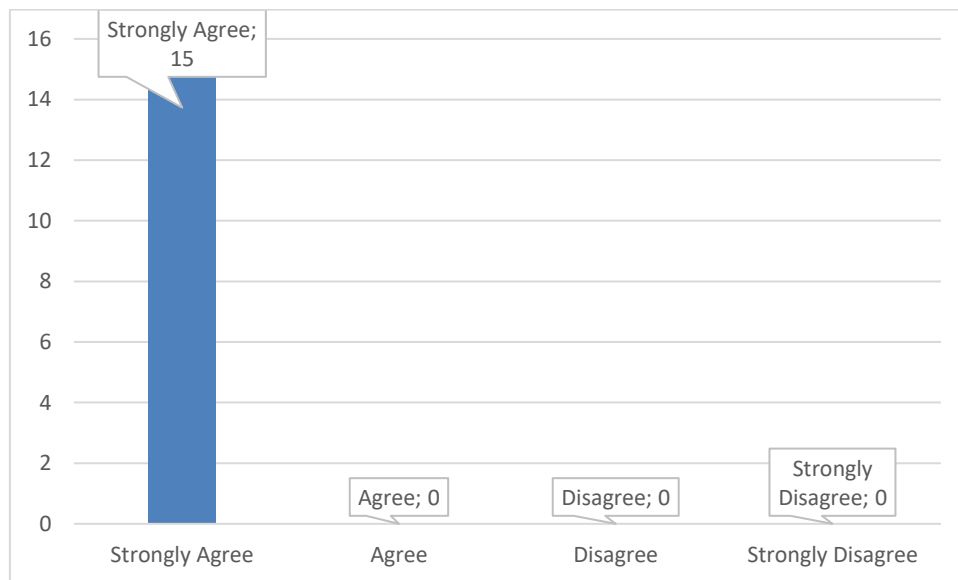
Evaluation	Scale Value
Strongly agree	4
Agree	3
Don't agree	2
Strongly Disagree	1

The data analysis technique used is descriptive statistical analysis. Analysis of the participants' response to the training related to the training activities that have been carried out seen from the data obtained which is

processed into the form of a percentage. Percentages are obtained based on modified Likert Scale calculations.

### C. Result and Discussion

Training activities have been carried out involving 15 Lecturers from the Department of Nutrition at the Riau Ministry of Health Polytechnic. After the training activity, the lecturers were asked to fill out a questionnaire regarding their responses to the training material, the effectiveness and efficiency of the Trello application in project-based classroom management, and Trello's role in welcoming the 5.0 era. The results can be seen in Figure 2.



**Figure 2.** Results of Training Participant Response Analysis

The figure showed that 100% of the training participants were categorized as strongly agreeing with the statements which represented a positive response to the workshop activities. This means that all workshop participants considered the workshop positive and from this workshop the Nutrition Department Lecturer at the Poltekkes Kemenkes Riau gained a better understanding of how and what Lecturers should do in managing project-based classes using trello.

The material chosen in the workshop activities is about Project Based Class Management using Trello. Material Project-Based Classroom Management What was conveyed in this training activity was easy to understand because it was conveyed clearly and in accordance with the training objectives.

The method of delivering the material is easy to understand because the method used is in accordance with the times. In addition, the delivery of material is also carried out in a structured manner. For practical activities, it is easy for trainees to follow because they are well guided.

The Trello application used to support Project-Based Classroom Management has several advantages including being easy to operate because it does not require mastery of programming languages, does not require a lot of money to use, and is updated with the times.

Aslamiyah et al (2023) in his research article, he concludes that Trello is an application that can make it easier for users to do job task management. This application will also remind users about assignments, deadlines, and be able to monitor the progress of collaborative projects that are being worked on in real time. The results of the research activities also explained that as many as 75% of the activity participants felt the benefits of the Trello application and implemented it in the world of work.

In the training conducted at the Nutrition Department of the Poltekkes Kemenkes Riau, Lecturers at the Nutrition Department of the Poltekkes Kemenkes Riau stated that from this training activity, they gained new knowledge about Project Based Class Management using Trello, encouraging them to be more creative in managing Project Based Class, improve their digital literacy, make them aware that Manage Project Based Class not as complicated as imagined and made them aware of the importance of technology in the modern era like today.

Trello-Assisted Project-Based Classroom Management as trained in the activity this is one of the right choices to welcome the 5.0 era Because Adaptive, meaning that it adapts to the development of science and technology. Therefore, Advanced training on Trello-Assisted Project-Based Classroom Management is urgently needed to obtain maximum results.

#### D. Conclusion

In this study, the results obtained were that 100% of the training participants were categorized as strongly agreeing with the statements representing a positive response to the workshop activities. So, it can be concluded that all participants considered this workshop positive and from this workshop the Lecturer of the Department of Nutrition at the Poltekkes Kemenkes Riau gained a better understanding of how and what Lecturers should do in managing project-based classes using trello. Therefore, Advanced training on Trello-Assisted Project-Based Classroom Management is urgently needed to obtain maximum results.

#### E. Acknowledgments

Thanks are addressed to all parties who have supported this dedication activity.

#### References

- Alawi, Z., & Ramadhan, A. (2022). Perencanaan Manajemen Proyek dalam Pengembangan Learning Management System Menggunakan Trello Project Management Planning in Learning Management System Development Using Trello. *Jurnal Ilmiah Sistem Informas*, 12(2), 1–7. <https://doi.org/10.26594/teknologi.v12i2.3115>
- Aslamiah, S., Agustina, A., & Sandy, A. F. (2023). Pelatihan Penggunaan Trello Sebagai Tools Kolaborasi Kerja Pada SCC Learning Centre. *Jurnal PkM Pengabdian Kepada Masyarakat*, 6(1), 63–70. <https://doi.org/10.30998/jurnalpkm.v6i1.12134>
- Christianti, A. (2021). Pelatihan dan Penilaian Aplikasi Trello Untuk Bimbingan Skripsi Online di Masa Pandemi Covid-19. *Jurnal Pengabdian Kepada Masyarakat*, 3(3), 544–551. <https://doi.org/10.31960/caradde.v3i3.814>
- Dewi, F. (2015). Proyek Buku Digital: Upaya Peningkatan Keterampilan Abad 21 Calon Guru Sekolah Dasar Melalui Model Pembelajaran Berbasis Proyek. *Jurnal Metodik Didaktik*, 9(2), 1–15. <https://doi.org/10.1037/10522-098>
- Hasyim, M. (2020). Pengembangan Multimedia Pembelajaran Statistika Berbasis ICT dengan Model Blended Project Based Learning. *Jurnal Cendekia : Jurnal Pendidikan Matematika*, 4(2), 1083–1097. <https://doi.org/10.31004/cendekia.v4i2.339>
- Husufa, N., & Djahidin, D. Y. (2021). Pengenalan Tools Trello untuk Anggota PKK Kelurahan Meruya Utara. *Jurnal Pengabdian Pada Masyarakat*, 6(2), 559–564. <https://doi.org/10.30653/002.202162.606>
- Nirmayani, L. H., & Dewi, N. P. C. P. (2021). Model Pembelajaran Berbasis Proyek (Project Based Learning) Sesuai Pembelajaran Abad 21 Bermuatan Tri Kaya Parisudha. *Jurnal Pedagogi Dan Pembelajaran*, 4(3), 378–385. <https://doi.org/10.23887/jp2.v4i3.39891>
- Rodhi, M. N., Hammad, R., Latif, K. A., & Pebrianti, H. (2021). E-Monitoring Tri Dharma Dosen Program Studi S1 Manajemen Universitas Bumigora Menggunakan Trello. *JEMMA (Journal of Economic, Management and Accounting)*, 4(1), 73. <https://doi.org/10.35914/jemma.v4i1.633>
- Rohman, S. N. F., Suprpto, P. K., & Diella, D. (2022). Pengaruh Penggunaan Trello terhadap Hasil Belajar dan Persepsi Peserta Didik pada Konsep Sistem Sirkulasi. *Jurnal BIOEDUIN: Program Studi Pendidikan Biologi*, 12(2), 76–91. <https://doi.org/10.15575/bioeduin.v12i2.20119>
- Santoso, T. D. P. (2022). Rancangan Pembelajaran Berkarakteristik Inovatif Abad 21 Pada Materi Penguat Audio Dengan Model Pembelajaran Berbasis Proyek (Project Based Learning) di SMKN 1 Adiwerna. *Cakrawala: Jurnal Pendidikan*, 276–287. <https://doi.org/10.24905/cakrawala.vi0.193>
- Satria, A. B. A., & Muntaha, A. A. (2021). Inovasi pendidikan abad 21: penerapan design thinking dan pembelajaran berbasis proyek dalam pendidikan Indonesia. *Jurnal Pendidikan Dasar*, 9(2), 1–6. <https://doi.org/10.20961/jpd.v9i2.59940>
- Sukarno, Sularmi, Suharno, & Susilo, T. A. (2021). Peningkatan kemampuan guru dalam mengembangkan penilaian portofolio berbasis trello melalui metode pelatihan dan pendampingan di sekolah dasar. *Didaktika Dwija Indria*, 9(4), 1–4. <https://doi.org/10.20961/ddi.v9i4.53138>
- Surahman, E., Wedi, A., Sulthoni, Soepriyanto, Y., & Setyosari, P. (2019). *Design of Peer Collaborative Authentic Assessment Model Based on Group Project Based Learning to Train Higher Order Thinking Skills of Students*. 285(Icet), 28–31. <https://doi.org/10.2991/icet-18.2018.6>

- 
- Umam, H. I., & Jiddiyyah, S. H. (2020). Pengaruh Pembelajaran Berbasis Proyek Terhadap Keterampilan Berpikir Kreatif Ilmiah Sebagai Salah Satu Keterampilan Abad 21. *Jurnal Basicedu*, 5(1), 350–356. <https://doi.org/10.31004/basicedu.v5i1.645>
- Zakiah, N. E., Fatimah, A. T., & Sunaryo, Y. (2020). Implementasi Project-Based Learning Untuk Mengeksplorasi Kreativitas Dan Kemampuan Berpikir Kreatif Matematis Mahasiswa. *Teorema: Teori Dan Riset Matematika*, 5(2), 286–293. <https://doi.org/10.25157/teorema.v5i2.4194>
- 

**Copyright Holder**

© Risdianto, E., Oktariani, F., Paramita, I. S., Arsil, Y., Erowati, D., & Humaroh, Y.

**First publication right :**

Jurnal Pengabdian Kepada Masyarakat

This article is licensed under:

